Using the TAGG and Zarrow Center Lesson Packages to Assess and Teach Critical Non-Academic Skills to Improve Likelihood of Improved Post-High School Education and Employment Outcomes

Presented by Jim Martin, Amber McConnell, and Tracy Sinclair at the 2017 DCDT International Conference in Milwaukee, WI

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Agenda

1. TAGG Overview
   - TAGG Items and Results Profile
   - TAGG Development and Validity Evidence

2. Lesson Packages Available for the Zarrow Center Website to Teach TAGG Identified Needs
   - Me! Lessons for Teaching Self-Awareness & Self-Advocacy
   - Take Action: Making Goals Happen
   - Choosing Employment Goals
   - The Self-Directed IEP

Download PowerPoint File

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  - zarrowcenter.ou.edu
- Look on Left Hand Side
- Open Selected Presentations
- Look for 2017 DCDT – Milwaukee, WI
- Click on Title of this Presentation

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Zarrow Center for Learning Enrichment

Mission

The Zarrow Center for Learning Enrichment facilitates successful secondary and postsecondary educational, vocational and personal outcomes for students and adults with disabilities. ZC faculty, staff, and students do this through self-determination oriented evaluation, research, development, transition education instruction, and dissemination of best educational and support practices. The ZC also prepares undergraduate and graduate students to assume leadership roles in schools, universities, and support organizations.

Vision

The Zarrow Center facilitates student-directed educational, employment and adult living outcomes for individuals with disabilities, fosters innovative self-determination oriented instruction and transition education practices, and prepares educational leaders.

History

Generous gifts from the Anne and Henry Zarrow Foundation and the Maxine and Jack Zarrow Family Foundation, which the Oklahoma State Regents for Higher Education matched, endowed the Zarrow Center for Learning Enrichment. In the fall semester of 2000, Dr. James Martin became the first Zarrow Chair and serves as the Zarrow Center Director. OU President David Boren gave the Zarrow Center dedication address on May 1, 2001.

CONTACT INFORMATION

ANNUAL REPORTS

University of Oklahoma

2018

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THANKS TO NATIONAL CENTER FOR SPECIAL EDUCATION RESEARCH

Support from IES' National Center for Special Education Research and OU Zarrow Center Made Developing the TAGG Possible

TAGG.OU.EDU/TAGG

Transition Assessment and Goal Generator

TAGG
Transition Assessment and Goal Generator

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The TAGG is a new on-line transition assessment for secondary-aged youth with disabilities, their families, and professionals. TAGG items derive from research identified student behaviors associated with post high school employment and education. The TAGG provides a norm-based graphic profile, present level of performance statement, lists of strengths and needs, and suggested IEP annual transition goals. Numerous studies demonstrated that the TAGG produces valid and reliable results. A grant from the U.S. Dept. of Education's National Center for Special Education Research supported TAGG development.

Download Family Cover Letter (PDF)
Download Teaching Skills (PPT)
Resources - Teach TAGG Constructs (PDF)

Learn About the TAGG	Create TAGG Account	Log In

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Purpose

- Assess non-academic skills associated with and predictive of post-school further education and employment

- To provide IEP team student strengths, needs, a written summary, and annual transition goals to facilitate writing Indicator-13 compliant IEPs

Who?

- TAGG Designed to Assess
  - Secondary-aged students with IEPs who plan to be competitively employed and/or enrolled in further education after graduation
- Each TAGG set includes 3 versions
  - Student
  - Family
  - Professional

TAGG Web-Generated Results Profile

- Graphic results by constructs

- Written summary

- Relative and greatest strengths

- Relative and greatest needs

- Annual transition goals

- Components may be copied and pasted into IEP

Strengths and Limitations

Students express personal areas of mastery and limited ability. The student may not use correct terminology but is able to describe strengths and non-disability related limitations, and how the strengths and limitations affect him or her. The student identifies situations in which successes and failures may occur. Successful students are able to describe personal strengths and limitations, but may not use correct terminology.

▶ Play Audio ▶ Play ASL Video

1. The student told someone what he or she does well.

▶ Play Audio ▶ Play ASL Video

Rarely				Often
1	2	3	4	5
○	○	○	○	○

2. The student told someone what he or she has trouble doing.

▶ Play Audio ▶ Play ASL Video

Rarely				Often
1	2	3	4	5
○	○	○	○	○

Disability Awareness

Individuals know they have a disability and can express needs to others in a non-stigmatizing manner. Individuals demonstrate knowledge of the disability and can express positive and negative aspects. They express information such as how the disability affects life and what supports are needed and legally allowed to compensate in various situations. The student needs to be able to place the disability within the context of his or her life and is not defined by the disability.

▶ Play Audio   ▶ Play ASL Video

5. The student uses the least stigmatizing disability label that results in getting most support.

▶ Play Audio   ▶ Play ASL Video

Rarely   Often

1	2	3	4	5
○	○	○	○	○

6. The student expressed the type of supports or accommodations needed for his or her disability.

▶ Play Audio   ▶ Play ASL Video

Rarely   Often

1	2	3	4	5
○	○	○	○	○

Goal Setting and Attainment

Goal-oriented students have set and attained goals in the past and can plan to set and attain goals now and in the future. Students who are successful reaching postsecondary goals define realistic goals that match interests and skills. They are able to break long-term goals into manageable steps, continuously monitor their progress, problem-solve by using supports, and adjust goals as needed based upon feedback. Goal-oriented students tend to prioritize and complete smaller goals or steps in a logical order to achieve a larger goal.

▶ Play Audio   ▶ Play ASL Video

17. The student set goals that match his or her strengths and interests while taking into consideration what the family or community wants him or her to do.

▶ Play Audio   ▶ Play ASL Video

Rarely   Often

1	2	3	4	5
○	○	○	○	○

18. The student creates short-term goals to attain long-term goals.

▶ Play Audio   ▶ Play ASL Video

Rarely   Often
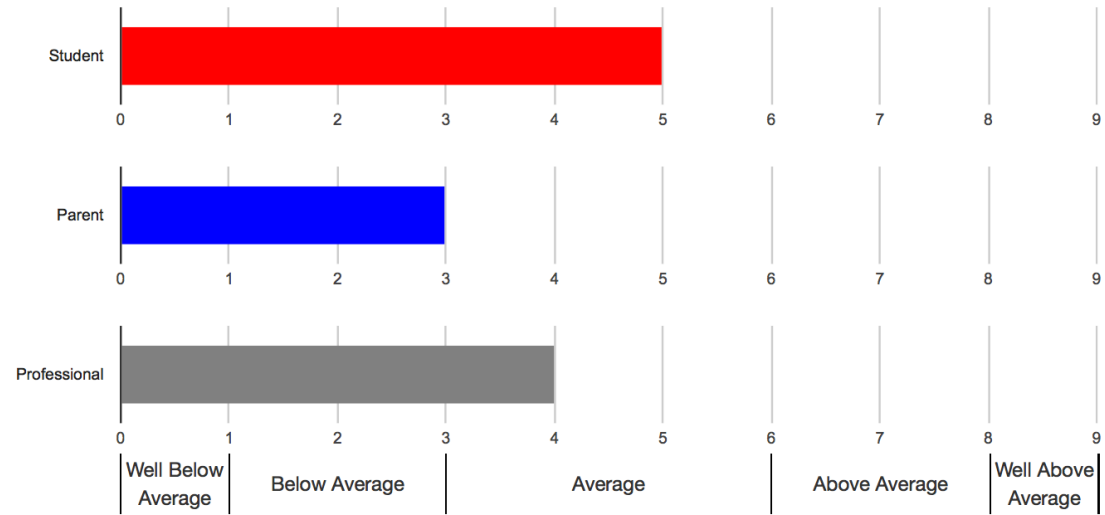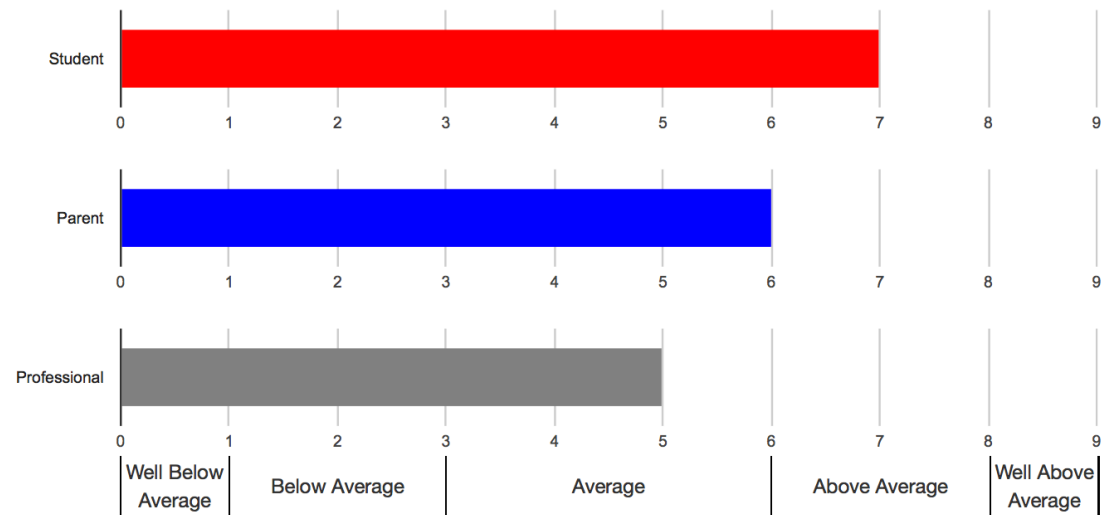
1	2	3	4	5
○	○	○	○	○

Combined

Strengths and Limitations

	Well Below Average	Below Average	Average	Above Average	Well Above Average

Disability Awareness

	Well Below Average	Below Average	Average	Above Average	Well Above Average

Combined Score

- The overall score is a weighted combination of all items.

- The overall score is not an average of all the construct scores.

Summary Statement for IEP

Chad Bailey's skills were assessed using the TAGG, a norm-referenced assessment with research-based items known to be associated with post-school employment and education. Compared to similar students, Chad's scores are average. Results indicate greatest strengths are in the areas of Goal Setting and Attainment. Chad's relative strengths include Disability Awareness and Student Involvement in the IEP. Greatest needs are in the area of Strengths and Limitations, with Employment being a relative need.

Area of Greatest Strength

Areas of greatest strengths represent constructs with the highest scaled scores.

Student
Disability Awareness

Family
Employment

Professional
Student Involvement in the IEP

Areas of Relative Strength

Areas of relative strengths represent constructs with comparatively high scores.

Student
Student Involvement in the IEP
Employment
Support Community

Family
Goal Setting and Attainment
Disability Awareness
Interacting With Others

Professional
Goal Setting and Attainment
Persistence
Disability Awareness

Area of Greatest Need

Areas of greatest need represent constructs with the lowest scaled scores.

Student
Goal Setting and Attainment

Family
Strengths and Limitations

Professional
Employment

Areas of Relative Need

Areas of relative need represent constructs with comparatively low scores.

Student
Interacting With Others
Persistence
Strengths and Limitations

Family
Persistence
Support Community
Student Involvement in the IEP

Professional
Support Community
Strengths and Limitations
Interacting With Others

Transition Goals

- Postsecondary Goals set the direction
- Annual Transition Goals teach students essential skills needed to obtain postsecondary goals
  - Postsecondary goals often change
  - Create annual transition goals using generalizable non-academic behaviors
    - Behaviors useful for any postsecondary goal

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Strengths and Limitations (Based on Family Responses)

The student will identify, in a mock interview, three tasks he or she has trouble doing and what would help to complete the tasks with 100% accuracy.

CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.1a CCSS.ELA-Literacy.SL.9-10.1c CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.6 CCSS.ELA-Literacy.L.9-10.1 CCSS.ELA-Literacy.SL.11-12.1 CCSS.ELA-Literacy.SL.11-12.1a CCSS.ELA-Literacy.SL.11-12.1c CCSS.ELA-Literacy.SL.11-12.4 CCSS.ELA-Literacy.SL.11-12.6 CCSS.ELA-Litearcy.L.11-12.1

In a class presentation, the student will demonstrate three strategies he or she has used to compensate for limitations, scoring at least a 90% on the teacher-made presentation rubric.

CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.1a CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6 CCSS.ELA-Litearcy.L.9-10.1 CCSS.ELA-Literacy.SL.11-12.1a CCSS.ELA-Literacy.SL.11-12.2 CCSS.ELA-Literacy.SL.11-12.4 CCSS.ELA-Literacy.SL.11-12.5 CCSS.ELA-Literacy.SL.11-12.6 CCSS.ELA-Litearcy.L.11-12.1

Goal Setting and Attainment (Based on Student Responses)

After the student completes one transition goal, he or she will report progress to the IEP team and offer suggestions for the next transition goal at the next IEP meeting with 100% accuracy.

CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.1a CCSS.ELA-Literacy.SL.9-10.1c CCSS.ELA-Literacy.SL.9-10.1d CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.6 CCSS.ELA-Litearcy.L.9-10.1 CCSS.ELA-Literacy.SL.11-12.1 CCSS.ELA-Literacy.SL.11-12.1a CCSS.ELA-Literacy.SL.11-12.1c CCSS.ELA-Literacy.SL.11-12.1d CCSS.ELA-Literacy.SL.11-12.2 CCSS.ELA-Literacy.SL.11-12.4 CCSS.ELA-Literacy.SL.11-12.6 CCSS.ELA-Litearcy.L.11-12.1

At the IEP meeting, the student will recall at least one transition goal and describe how the goal will help to meet his or her postsecondary goal with 90% accuracy as measured by a teacher-made rubric.

CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.1a CCSS.ELA-Literacy.SL.9-10.1c CCSS.ELA-Literacy.SL.9-10.1d CCSS.ELA-Literacy.SL.9-10.2 CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.6 CCSS.ELA-Litearcy.L.9-10.1 CCSS.ELA-Literacy.SL.11-12.1 CCSS.ELA-Literacy.SL.11-12.1a CCSS.ELA-Literacy.SL.11-12.1c CCSS.ELA-Literacy.SL.11-12.1d CCSS.ELA-Literacy.SL.11-12.2 CCSS.ELA-Literacy.SL.11-12.4 CCSS.ELA-Literacy.SL.11-12.6 CCSS.ELA-Litearcy.L.11-12.1

Employment (Based on Professional Responses)

The student will report to the class three unpaid jobs that he or she completed for family members and identify how two or more skills learned can be applied to a paid job with 100% accuracy as measured by a teacher-made rubric.

CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.1a CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6 CCSS.ELA-Litearcy.L.9-10.1 CCSS.ELA-Literacy.SL.11-12.1a CCSS.ELA-Literacy.SL.11-12.4 CCSS.ELA-Literacy.SL.11-12.5 CCSS.ELA-Literacy.SL.11-12.6 CCSS.ELA-Litearcy.L.11-12.1

After completing two internships, the student will present to the class three or more of his or her job preference likes and dislikes with 100% accuracy as measured by a teacher-made rubric.

CCSS.ELA-Literacy.SL.9-10.1 CCSS.ELA-Literacy.SL.9-10.1a CCSS.ELA-Literacy.SL.9-10.4 CCSS.ELA-Literacy.SL.9-10.5 CCSS.ELA-Literacy.SL.9-10.6 CCSS.ELA-Litearcy.L.9-10.1 CCSS.ELA-Literacy.SL.11-12.1a CCSS.ELA-Literacy.SL.11-12.4 CCSS.ELA-Literacy.SL.11-12.5 CCSS.ELA-Literacy.SL.11-12.6 CCSS.ELA-Litearcy.L.11-12.1

Suggested Annual Transition Goals

To prepare for success in employment, the student will write an essay describing three situations where the student used his or her strengths with 90% grammar and context accuracy by the end of the essay writing unit.

Versions and Format

- Online written English, Spanish, Traditional Chinese & Simplified Chinese
  - May be printed and taken by hand, but item responses must be entered into website to produce results profile
- Users may choose to listen to audio (English & Spanish) or watch ASL videos for TAGG instructions and items

Reading Level

- Professional 10.4 grade level

- Family 5.7 grade level

- Student 4.8 grade level

TAGG DEVELOPMENT
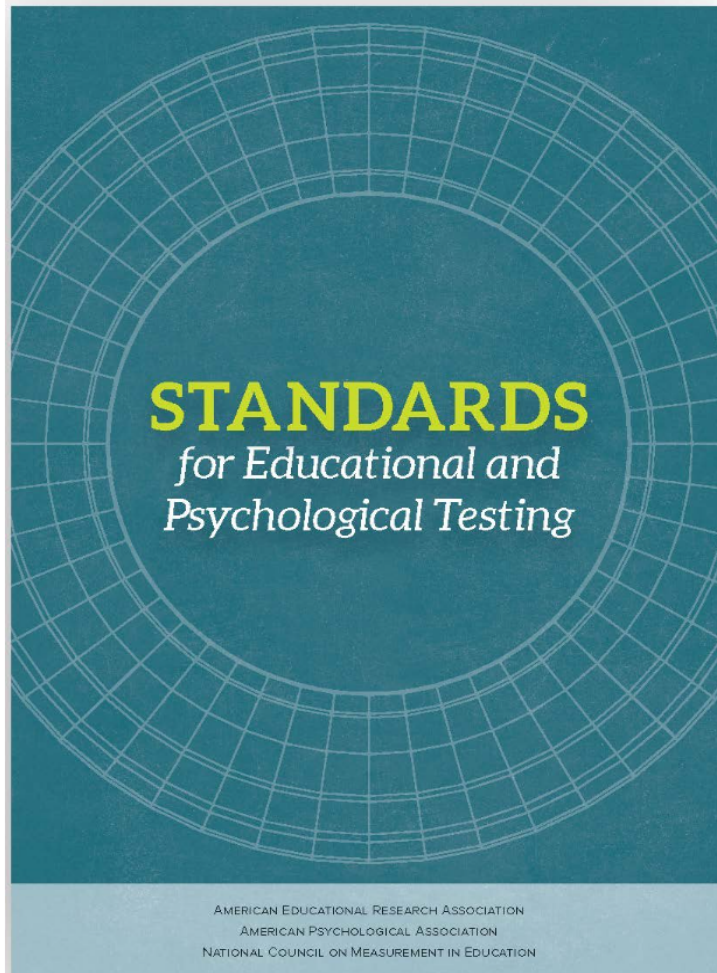
- *Standards for Educational and Psychological Assessment*

- Guided TAGG Development

Basic Validity and Reliability Questions

- What is the purpose?

- For whom was it designed?

- How were the items developed?

- Does ample evidence exist in the areas of
  - factor structure
  - Internal reliability
  - Test-retest reliability
  - No or minimal bias by gender, placement, GPA, grade, disability category, SES
  - Predictive validity

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Identifying Nonacademic Behaviors Associated With Post-School Employment and Education

Amber E. McConnell, PhD[1], James E. Martin, PhD[1], Chen Ya Juan, PhD[2],
Maeghan N. Hennessey, PhD[1], Robert A. Terry, PhD[1], Nidal A. el-Kazimi, PhD[3],
Tammy C. Pannells, PhD[4], and Donna M. Willis, BA[1]

Abstract

We conducted an analysis of the secondary transition qualitative and quantitative research literature to build comprehensive constructs and lists of student nonacademic behaviors associated with post–high school employment and education. From a pool of 83 initial quantitative and qualitative studies, 35 met the inclusion criteria, and the analysis of these yielded 10 constructs of student nonacademic behaviors associated with post-school education and employment for high school students with mild to moderate disabilities. The constructs are presented along with lists of representative behaviors, implications for their use are discussed, and the next steps in building a new transition assessment using these constructs and behaviors are described.

Factor Structure and Basic Psychometric Properties of the *Transition Assessment and Goal Generator*

Maeghan N. Hennessey, PhD[1]**, Robert Terry, PhD**[1]**,
James E. Martin, PhD**[1]**, Amber E. McConnell, PhD**[1]**,
and Donna M. Willis, BS**[1]

Abstract

We examined the theoretical factor structure fit and psychometric properties of the *Transition Assessment and Goal Generator* (TAGG). In the first study, 349 transition-aged students with disabilities, their special educators, and family members completed TAGG assessments, and using exploratory factor analysis (EFA)/confirmatory factor analysis (CFA), a simple eight-factor structure emerged. In 2 subsequent years, independent samples of students with disabilities (Study II, *N* = 257; Study III, *N* = 846), their special educators, and family members completed the TAGG, and the TAGG structure replicated in both years across all versions using CFAs. The results provide evidence of construct validity and reliability. We discuss implications of the results and identify future research needs.

Indicators of Postsecondary Employment and Education for Youth With Disabilities in Relation to GPA and General Education

Amber E. McConnell, PhD[1], James E. Martin, PhD[1], and Maeghan N. Hennessey, PhD[1]

Abstract

This study examined the relations among research-identified non-academic indicators of post-school education and employment measured by the Transition Assessment and Goal Generator (TAGG), student grade point average (GPA), and percentage of time students with disabilities received instruction in the general education classroom. Participants included 1,219 individuals from 49 school districts, across nine states. Analysis of Pearson product–moment correlation coefficients indicated weak to no relations among variables with the exception of persistence and core GPA. Neither student GPA nor time in the general education setting accounted for meaningful variance in TAGG scores, suggesting the TAGG measures behaviors different from GPA and educational placement. Only scores provided by educators yielded a moderate correlation between core GPA and the construct of persistence. Implications for practice and future research needed are discussed.

The Influence of Gender on Non-Academic Skills Associated With Post-School Employment and Further Education

Amber E. McConnell, PhD[1], James E. Martin, PhD[1], Jason P. Herron, PhD[1], and Maeghan N. Hennessey, PhD[1]

Abstract

Gender differences have been found in post-school outcomes of students with disabilities, yet these differences are rarely examined. To determine whether male and female high school students with disabilities scored differently in non-academic behaviors known to affect post-school education and employment measured by the Transition Assessment and Goal Generator, we analyzed scores provided by 1,537 high school students with disabilities, 836 family members, and 139 professionals from 30 states. Findings revealed no difference in full-scale scores on Professional or Student versions based on gender of the student. Family members' overall scores for females were significantly higher, yet the difference was slight. Some differences were found at the construct level on all three versions. Construct differences and implications are discussed.

Predicting Postsecondary Education and Employment Outcomes Using Results From the Transition Assessment and Goal Generator

Jennifer J. Burnes, PhD[1,2], James E. Martin, PhD[1], Robert Terry, PhD[1], Amber E. McConnell, PhD[1], and Maeghan N. Hennessey, PhD[1]

Abstract

We conducted an exploratory study to investigate the relation between nonacademic behavior constructs measured by the *Transition Assessment and Goal Generator* (TAGG) and postsecondary education and employment outcomes for 297 high school leavers who completed the TAGG during their high school years. Four of eight TAGG constructs predicted postsecondary educational outcomes: (a) Interacting With Others, (b) Student Involvement in the Individualized Education Program (IEP), (c) Support Community, and (d) Goal Setting and Attainment. Four constructs predicted postsecondary employment outcomes: (a) Employment, (b) Student Involvement in the IEP, (c) Support Community, and (d) Interacting With Others. The addition of student grade point average (GPA) strengthened some of the models. The findings appear to add predictive validity evidence to support use of TAGG results to assist with transition planning.

Use of TAGG Website From Around the World

1 — 29,457
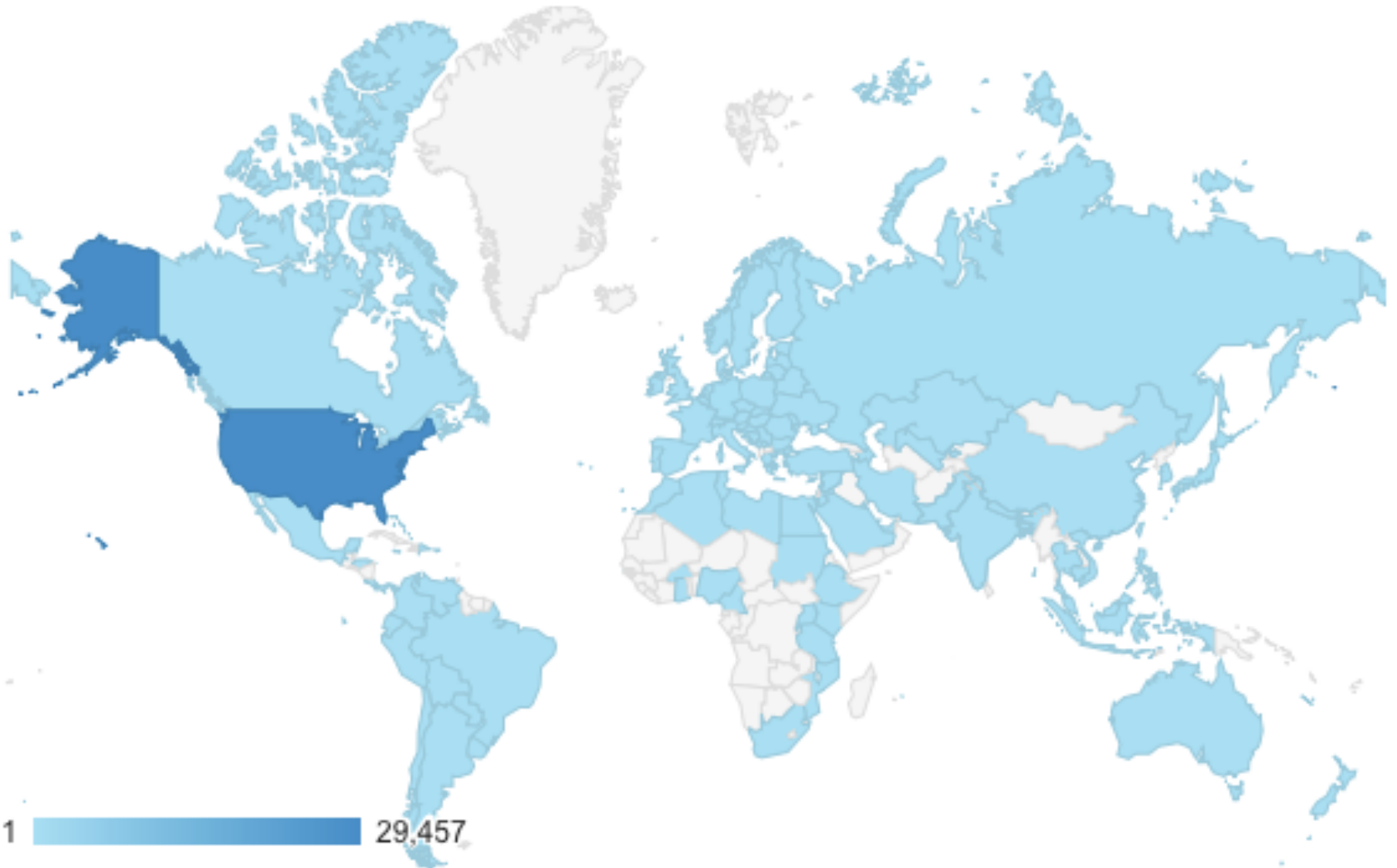
Use of TAGG Website Across US

1 ▢▢▢▢▢ 3,385
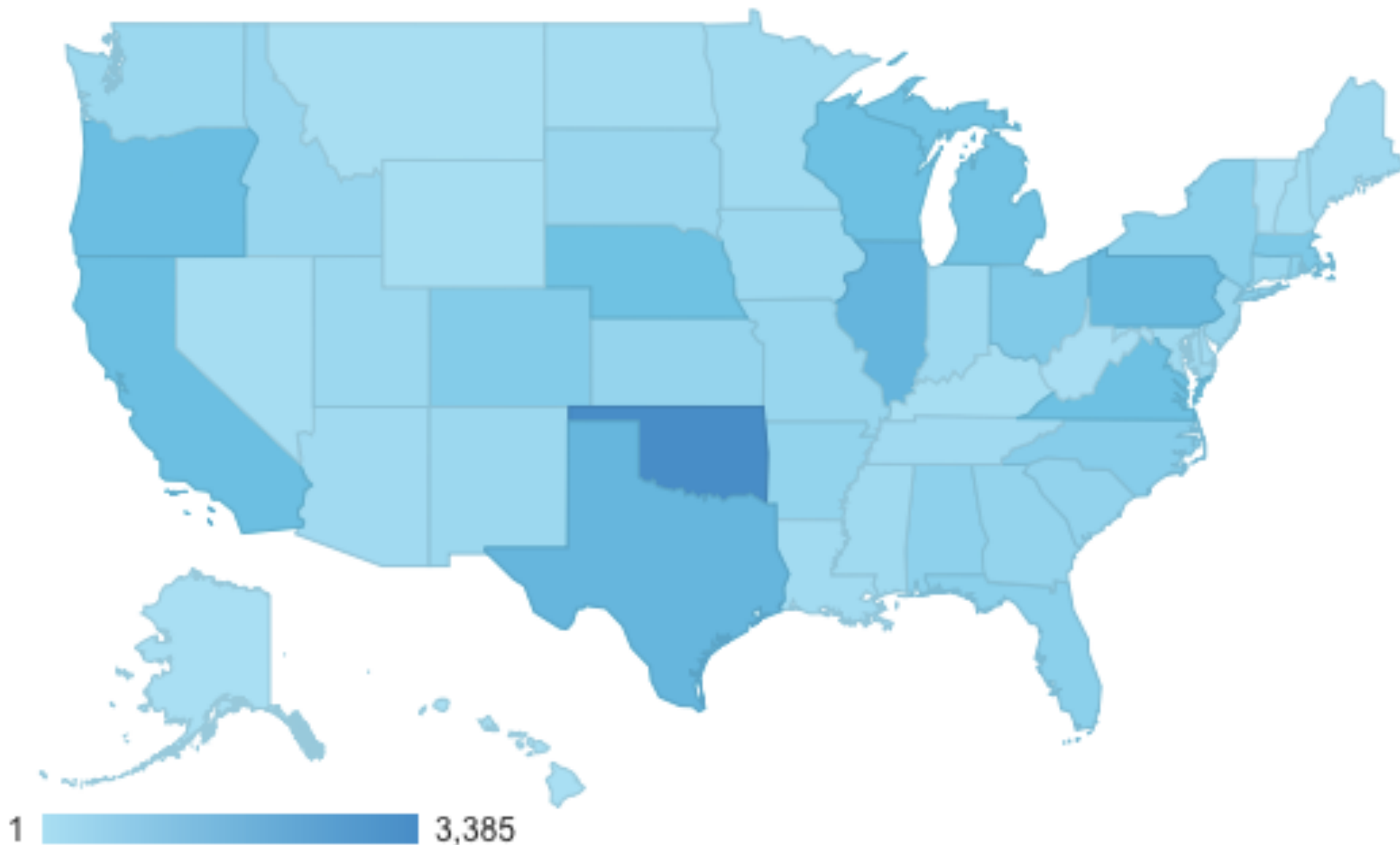
TAGG

TECHNICAL MANUAL

**Available at NO Cost
at the TAGG website**

Predictive Validity Process

- Follow-up of 297 former high school students who completed the TAGG while in high school
  - One to Two Years After High School
- Logistic regressions examined relations between TAGG non-academic behavior constructs and postsecondary education and employment

Constructs Predicting Further Education

- Student Involvement in the IEP

- Interacting with Others

- Support Community

- Goal Setting and Attainment

Constructs Predicting Employment

- Student Involvement in IEP

- Interacting with Others

- Support Community

- Employment

TAGG Details

- $3 per set (Professional, Student, Family versions)
  - Used to pay for on-going TAGG development and operational costs
- TAGG profiles saved for 7 years
- Data kept on high-speed secure cloud servers
- Purchased credits may be transferred to other registered TAGG users
- Unused credits do not expire; can be refunded up to one year after purchase

TAGG Web Site Location

❖The OU Zarrow Center's Web Page

http://zarrowcenter.ou.edu/

❖The TAGG Web Page

https://tagg.ou.edu/tagg

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Teaching TAGG Skills

Lesson Packages to Teach

- Strengths and Limitations

- Disability Awareness

- Interacting with Others

Me!

Lessons for Teaching
Self-Awareness & Self-Advocacy

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ME! Units

- **Getting Started**
  - Understanding Self-awareness & Self-advocacy
  - Understanding What Its All About

- **Learning About Special Education**
  - Learning About the History of Disability
  - Learning About Special Education: How & why did I get here?
  - Creating My History

- **Understanding My Individualized Education Program**
  - Getting to Know My IEP
  - Still Getting to Know My IEP

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- **Understanding My Rights and Responsibilities**
  – Learning About My Rights & Responsibilities in High School
  – Learning About My Rights & Responsibilities After High School
  – Where do I go from Here?

- **Improving My Communication Skills**
  – Learning How to Communicate Effectively
  – Knowing What to Share and Who to Share It With
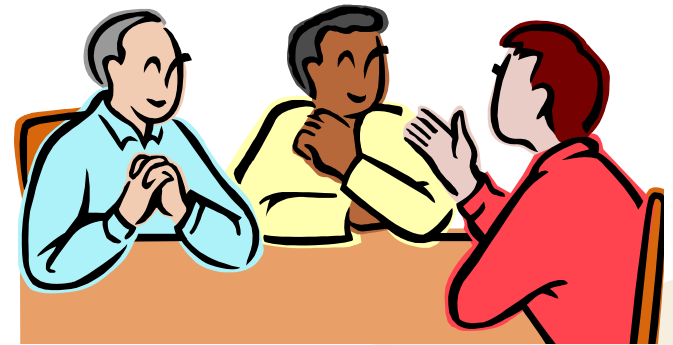
- **Increasing My Self-Awareness**
  - Starting My Self-Awareness Project
  - Completing My Self-Awareness Project
  - Presenting My Self-Awareness Project

- **Advocating For My Needs in High School**
  - Planning How to Advocate
  - Learning From Experience

- **Advocating For My Needs After High School**
  - Using My New Skills on the Job
  - Using My New Skills at Postsecondary School
  - Reporting My Findings

- **Developing My Resources**
  - Completing My Summary of Performance and Goals

- **Assessing My Progress & Portfolio**
  - Assessing My Progress
  - Assessing My Portfolio

ME! Details

- Time to Teach
  - Approximately 20 hours
  - 23 sessions taking 45-60 minutes each
- Where to Teach
  - Resource English, Social Studies, Transition class or Study Skills class
- Cost
  - FREE – download at **http://zarrowcenter.ou.edu/**

Bell-Ringer Details

- Time to Teach
  - 5-10 minutes once a week at the beginning of the class
  - Skills:
    - self-awareness
    - disability awareness
    - goal setting
    - knowledge to lead an IEP
    - financial literacy
- Categories - 150 Transition Bell Ringers Total
  - 50 Functional Transition
  - 50 Secondary Transition
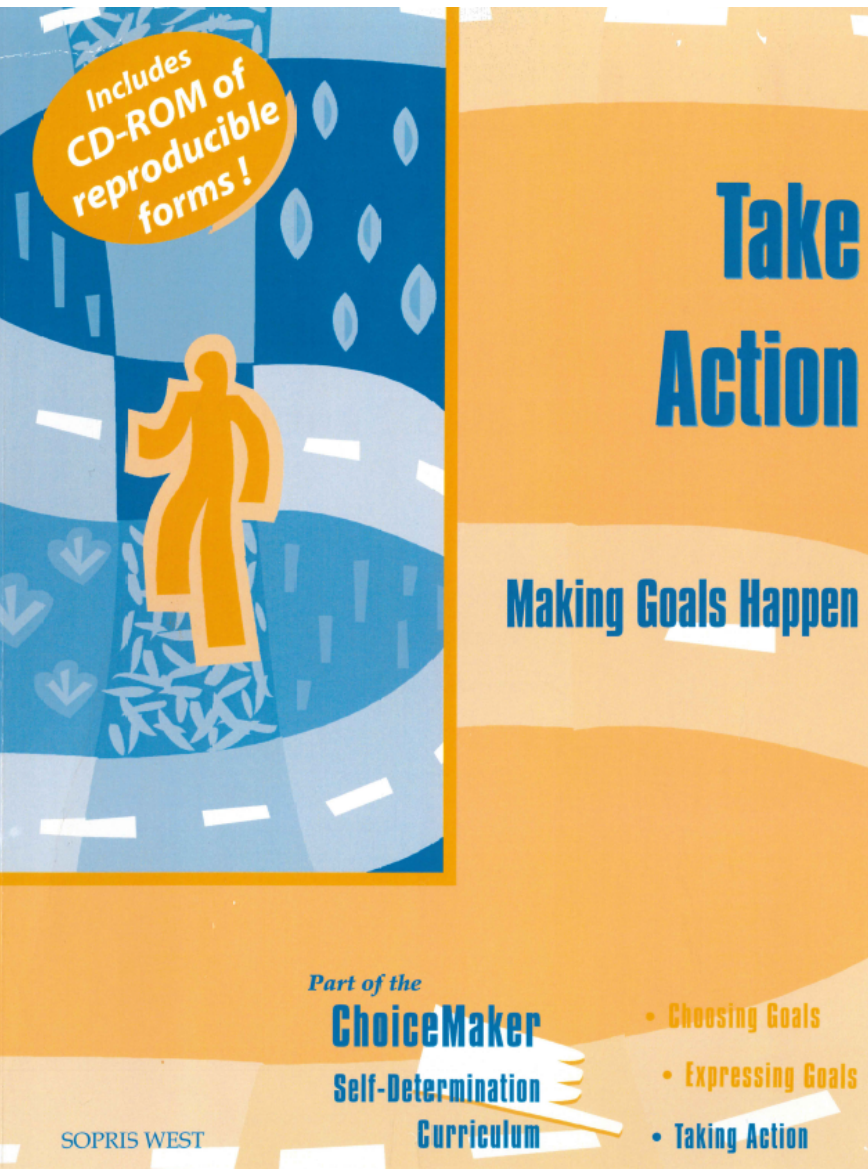 - 50 Secondary Financial Literacy

Lesson Packages to Teach

- Persistence

- Goal Setting and Attainment

- Support Community

Take Action

Table of Contents

Includes CD-ROM of reproducible forms !

Take Action

Making Goals Happen

Part of the
ChoiceMaker
Self-Determination
Curriculum

• Choosing Goals
• Expressing Goals
• Taking Action

SOPRIS WEST

Take Action Major Steps: Plan

- Establish standards
- Determine how to get feedback
- Identify motivation to attain goal
- Select strategies, support and schedule

Long-Term Goal _Get my driver's license_

Short-Term Goal _Learn to drive_

Part 1: Student Plan					
STANDARD What will I be satisfied with?	**MOTIVATION** Why do I want to do this?	**STRATEGY** What methods should I use?	**SCHEDULE** When will I do this?	**SUPPORT** What help do I need?	**FEEDBACK** How will I get information on my performance?
Get her drivers license by the time school starts	To be able to drive herself places not not be picked up by her mother and brothers	Practice driving	4:00–5:00 Wednesday and Thursday	A friend who can drive	What her passenger says about her driving

Take Action Major Steps: Action
Check each plan part for action

Part 1: Student Plan					
STANDARD What will I be satisfied with?	**MOTIVATION** Why do I want to do this?	**STRATEGY** What methods should I use?	**SCHEDULE** When will I do this?	**SUPPORT** What help do I need?	**FEEDBACK** How will I get information on my performance?
Get her drivers license by the time school starts	**To be able to drive herself places not not be picked up by her mother and brothers**	**Practice driving**	**4:00–5:00 Wednesday and Thursday**	**A friend who can drive**	**What her passenger says about her driving**

Did I meet my short-term goal?   YES   (NO)

Part 2: Action					
STANDARD Did I meet the standard? yes (no)	**MOTIVATION** Was I motivated? (yes) no	**STRATEGY** Did I use the strategy? (yes) no	**SCHEDULE** Did I follow the schedule? yes (no)	**SUPPORT** Did I use support? (yes) no	**FEEDBACK** Did I get feedback? yes (no)

Take Action Major Steps: Evaluate

Understand why action was or was not taken

Did I meet my short-term goal?   YES   (NO)

Part 2: Action					
STANDARD Did I meet the standard? yes (no)	**MOTIVATION** Was I motivated? (yes) no	**STRATEGY** Did I use the strategy? (yes) no	**SCHEDULE** Did I follow the schedule? (yes) no	**SUPPORT** Did I use support? (yes) no	**FEEDBACK** Did I get feedback? yes (no)
Part 3: Evaluate					
STANDARD Was it the right standard? (yes) no Why or why not?	**MOTIVATION** Did it work? (yes) no Why or why not?	**STRATEGY** Did it work? (yes) no Why or why not?	**SCHEDULE** Did it work? yes (no) Why or why not?	**SUPPORT** Did it work? yes (no) Why or why not?	**FEEDBACK** Was the feedback helpful? yes (no) Why or why not?
I really want my driver's license before school starts.		I really need to practice!	I had to wait until my friend was ready.	She didn't say anything and made me laugh.	My friend didn't give me any!

Take Action Major Steps: Adjust

Propose changes to actions that did not work

Did I meet my short-term goal?　　YES　　(NO)

Part 2: Action					
STANDARD Did I meet the standard? yes (no)	**MOTIVATION** Was I motivated? (yes) no	**STRATEGY** Did I use the strategy? (yes) no	**SCHEDULE** Did I follow the schedule? (yes) no	**SUPPORT** Did I use support? (yes) no	**FEEDBACK** Did I get feedback? yes (no)
Part 3: Evaluate					
STANDARD Was it the right standard? (yes) no Why or why not?	**MOTIVATION** Did it work? (yes) no Why or why not?	**STRATEGY** Did it work? (yes) no Why or why not?	**SCHEDULE** Did it work? yes (no) Why or why not?	**SUPPORT** Did it work? yes (no) Why or why not?	**FEEDBACK** Was the feedback helpful? yes (no) Why or why not?
I really want my driver's license before school starts.		I really need to practice!	I had to wait until my friend was ready.	She didn't' t say anything and made me laugh.	My friend didn't give me any!

Part 4: Adjust					
Short-term Goal?　　OK or change? If change, new short-term goal					
STANDARD If standard wasn't right, what will I change?	**MOTIVATION** If I wasn't motivated, what will I change?	**STRATEGY** If my strategy didn't work, what will I change?	**SCHEDULE** If I didn't follow my schedule, what will I change?	**SUPPORT** If my support didn't work, what will I change?	**FEEDBACK** If feedback wasn't helpful, what will I change?
Keep	Keep	Keep	When my mom is off work.	Only go with my mom!	My mom knows what she is talking about.

Take Action Major Steps: Adjust

Adopt suggested plan adjustments

Part 4: Adjust					
Short-term Goal? OK or change? If change, new short-term goal					
STANDARD If standard wasn't right, what will I change?	**MOTIVATION** If I wasn't motivated, what will I change?	**STRATEGY** If my strategy didn't work, what will I change?	**SCHEDULE** If I didn't follow my schedule, what will I change?	**SUPPORT** If my support didn't work, what will I change?	**FEEDBACK** If feedback wasn't helpful, what will I change?
Keep	Keep	Keep	When my mom is off work.	Only go with my mom!	My mom knows what she is talking about.

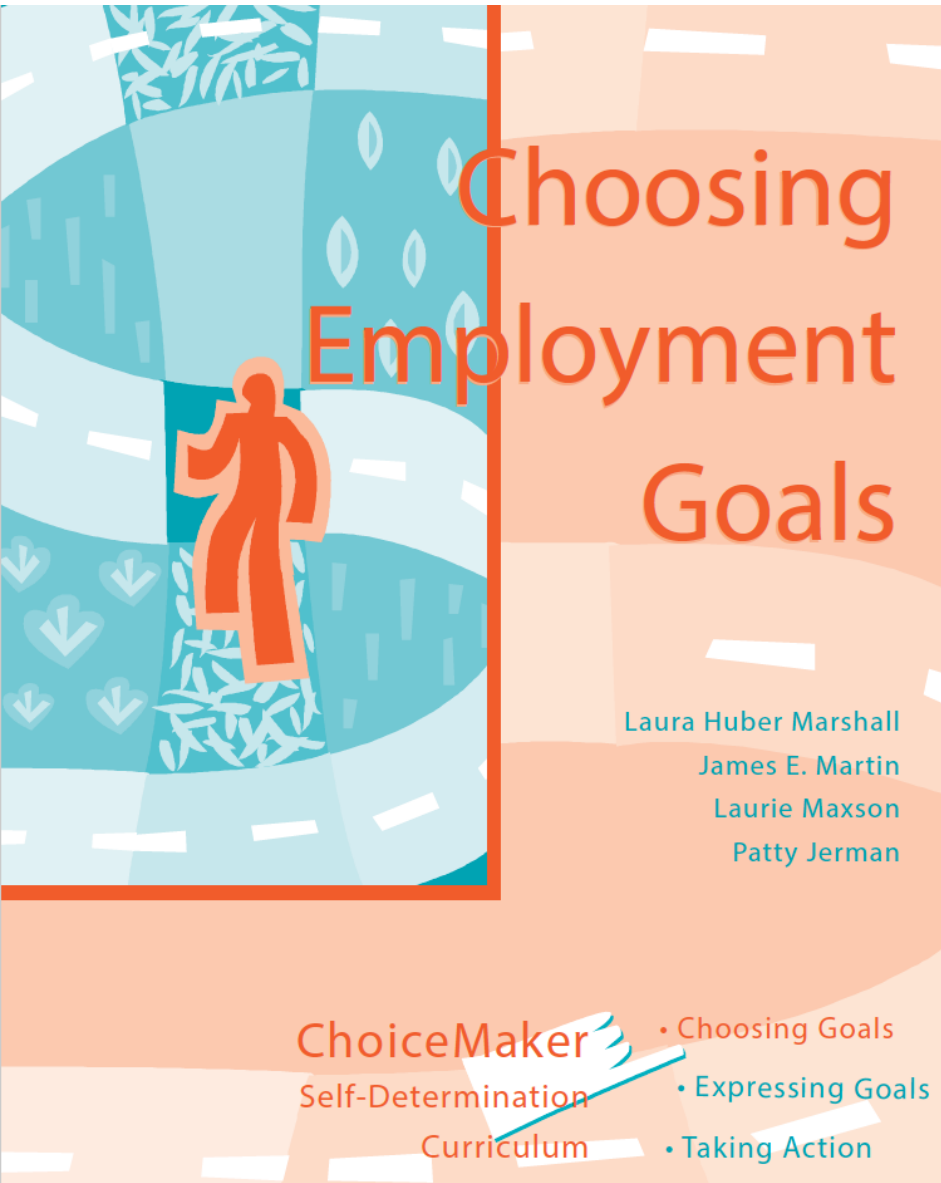| **STANDARD** What will I be satisfied with?	**MOTIVATION** Why do I want to do this?	**STRATEGY** What methods should I use?	**SCHEDULE** When will I do this?	**SUPPORT** What help do I need?	**FEEDBACK** How will I get information on my performance?
Get her drivers license by the time school starts	To be able to drive herself places not not be picked up by her mother and brothers	Practice driving	Mom's day off, Saturday @ 4:00	Mom and only mom!	What mom tells me.

Revisions to Take Action

Addition of Reminder

My Short-Term Goal: _____

Plan

Standard What will I be happy with?			
Strategy How am I going to do it?	**Schedule** When am I going to do it? **Reminder** How will I remember?	**Support** What help do I need from people? What things will help me?	**Feedback** How will I know how I did?

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Employment

Choosing Employment Goals

Laura Huber Marshall
James E. Martin
Laurie Maxson
Patty Jerman

ChoiceMaker
Self-Determination
Curriculum

- Choosing Goals
- Expressing Goals
- Taking Action

Contents

Job Characteristics I Like Worksheet

Name _____   Date _____   Site _____

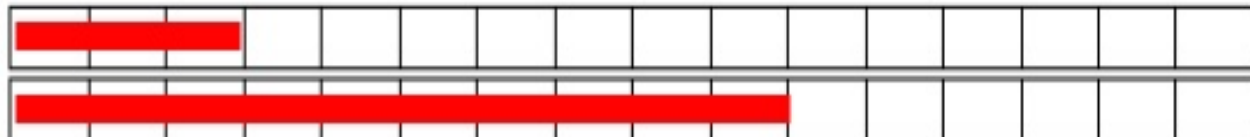| Circle the job characteristic or characteristics you like best.	Circle the job characteristic or characteristics that best describe what is at this job.	Circle YES if what you circled in the first two columns is the same. Circle NO if it is not.	
What I Like	**What Is Here**	**Matches**	
1. work alone lots of people around	work alone lots of people around	YES	NO
2. quiet workplace noisy workplace	quiet workplace noisy workplace	YES	NO
3. weekdays only weekends too	weekdays only weekends too	YES	NO
4. easy job challenging job	easy job challenging job	YES	NO
5. dress up for work do not dress up wear uniform	dress up for work do not dress up wear uniform	YES	NO
6. standing up sitting down moving around	standing up sitting down moving around	YES	NO

Characteristics	Times I Chose Each Characteristic																
1. work alone	███	███	███														
lots of people around	███	███	███	███	███	███	███	███	███	███							
2. quiet workplace																	
noisy workplace																	
3. weekdays only																	
weekends too																	
4. easy job																	
challenging job																	
5. dress up for work																	
do not dress up																	
wear uniform																	
6. standing up																	
sitting down																	
moving around																	
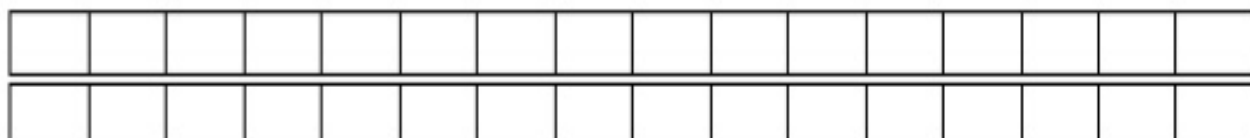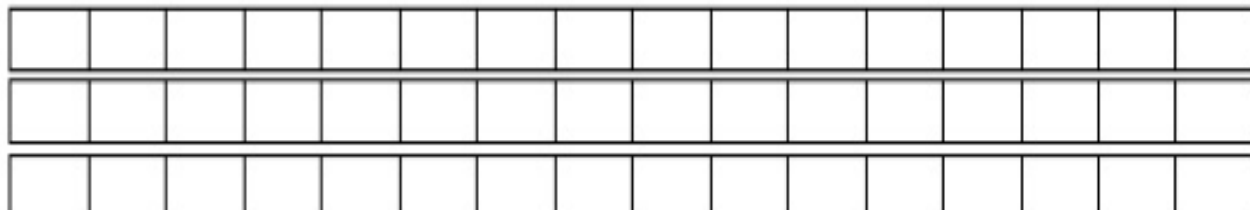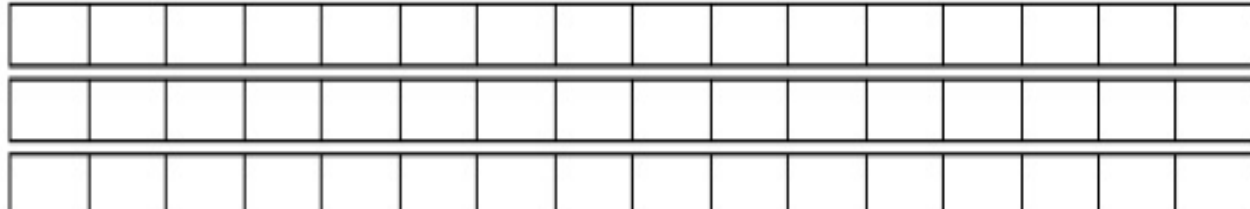
Student Involvement in the IEP

Self-Directed IEP

TEACHER'S MANUAL

BY

James E. Martin

Laura Huber Marshall

Laurie Maxson

Patty Jerman

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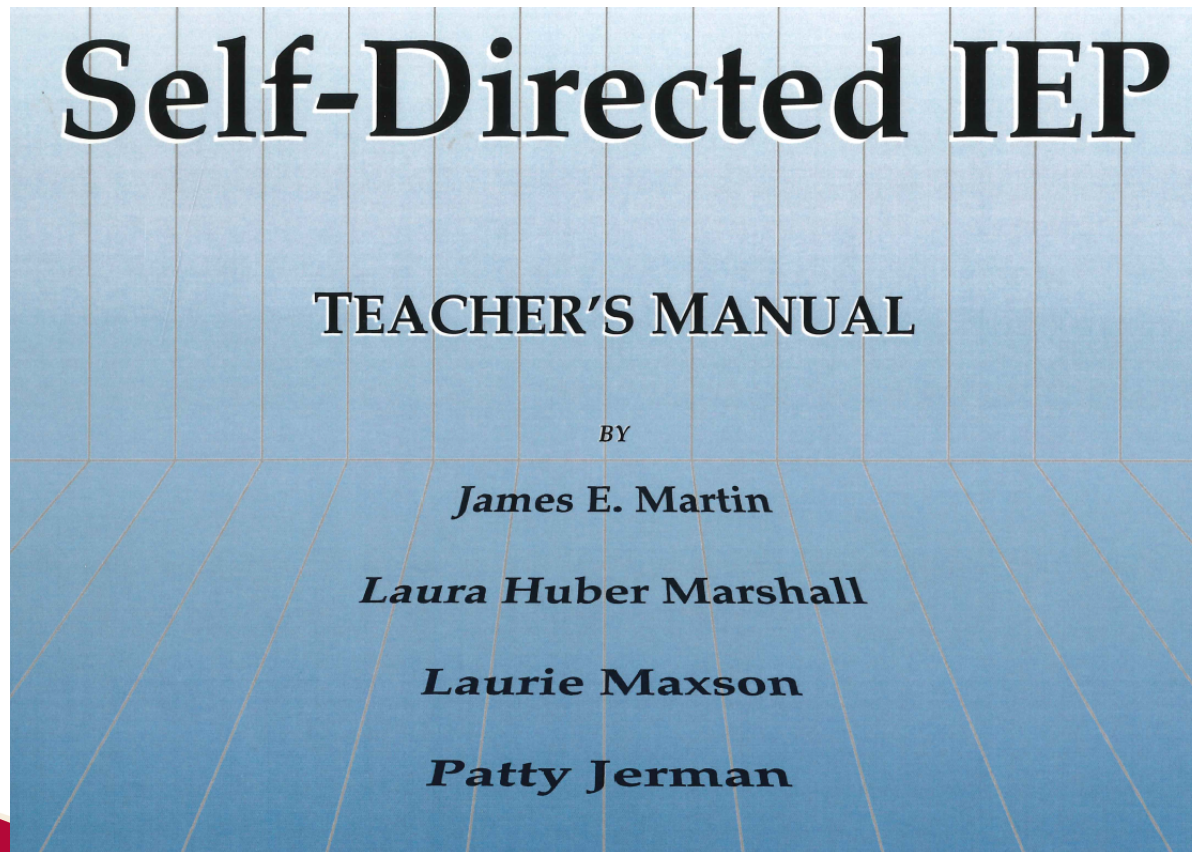
Self-Directed IEP Steps

- State Purpose of Meeting
- Introduce Team
- Review Past Goals
- Ask for Feedback
- State School and Transition Goals
- Ask Question If Don't Understand
- Deal with Differences in Opinion
- State Support Needs
- Summarize Goals
- Close Meeting
- Work on Goals All Year

Begin Meeting by Stating the Purpose*

The purpose of this staffing is to

1. _____.

2. _____.

3. _____.

Introduce Everyone*

This is _____, my _____.

    I invited him/her because_____.

This is _____, my _____.

    I invited him/her because_____.
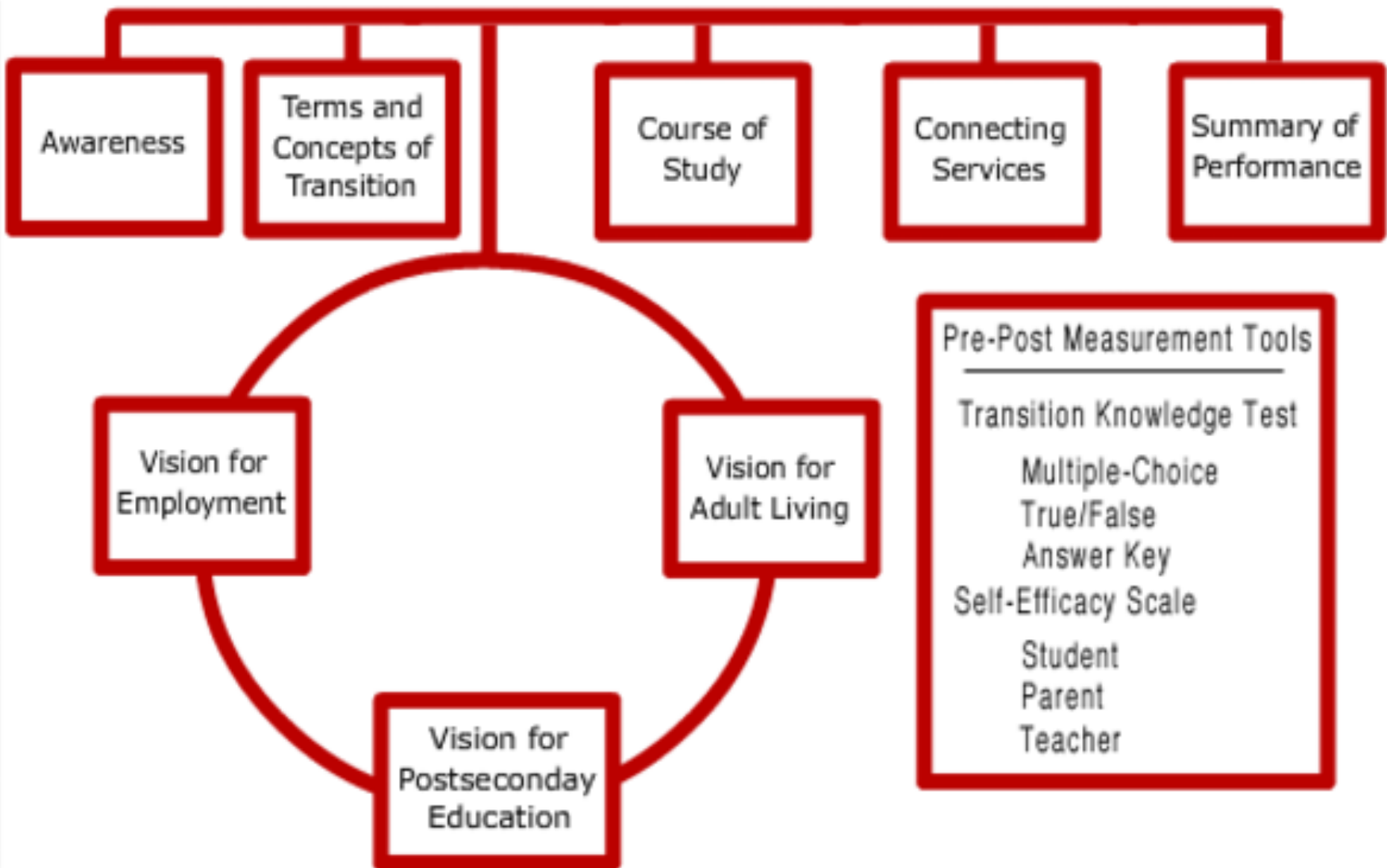
This is _____, my _____.

    I invited him/her because_____.

STUDENT-DIRECTED TRANSITION PLANNING LESSONS

Student–Directed Transition Planning

Student-Directed Transition Planning

Awareness of Self, Family, Community, and Disability

Lesson Activities

- Define Disability (doc)
- Disability Awareness Circle (doc)
- What's Important to me? (doc)
- Self-Awareness Survey (doc)

Teaching Materials

- Awareness Lesson Presentation (ppt)
- Awareness Teacher's Guide (doc)

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Find These Lessons and More at

FREE – download at
http://zarrowcenter.ou.edu/

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